

New Series

OCTOBER, 1915

Number 34

ALABAMA GIRLS TECHNICAL INSTITUTE BULLETIN

ENGLISH
NUMBER

Published Quarterly by

Alabama Girls Technical Institute
Montevallo, Alabama

Entered as Second-Class Mail Matter

BULLETIN

OF THE

ALABAMA
GIRLS TECHNICAL
INSTITUTE

The State Association
of Teachers of English
Number

EDITED BY C. C. CERTAIN

OCTOBER, NINETEEN-FIFTEEN
Montevallo, Alabama

TABLE OF CONTENTS

	PAGE
The Alabama Association of Teachers of English-----	4
Officers of the Association -----	4
Purposes of the Association -----	4
The English Journal -----	6
Application for Membership -----	7
Announcements:	
Program of the Annual Meeting of the Association-----	8
Fifth Annual Meeting of the National Council-----	9
The Status of English Teaching—Dr. Chas. W. Kent, University of Virginia -----	9
The Cost and Labor of English Teaching—Edwin M. Hopkins, University of Kansas -----	11
Preliminary Report:	
Of the District Committee on Elementary English-----	14
Of State Committee on the Articulation of Courses-----	17
Report of the Folklore Committee -----	21
Press Report on the Second Annual Meeting of the Alabama Association of Teachers of English -----	23
Trend and Tendency in English Teaching: From Notes on the Cincinnati Meeting of the Council -----	27
Co-operation in the Teaching of English—Randolph T. Condon, Albany, N. Y. -----	30
Meeting of the National Commission on the Reorganization of Secondary Education -----	34
The Pupil Who Fails, and How to Teach Him-----	37
A Plea for Knowledge and Purity in English—Edwin Fairley, Jamaica, N. Y. -----	37
The Shakespeare Tercentennial -----	43
The Library and the English Teacher—Mary E. Hall, Brook- lyn, N. Y. -----	39
Committee on High School Libraries—Mary E. Hall, Brooklyn, N. Y. -----	40
Plan of Work of the Southern Committee on High-School Libraries -----	41
State Committee on High School Libraries-----	43
Books of Interest to the Teacher of English-----	45

Foreword

The Alabama Girls Technical Institute takes this opportunity to sanction and aid the work of the Alabama Association of Teachers of English. It realizes fully that in preparation for effective living, teaching one to speak and write well his native tongue is of basic value. It realizes also that the enjoyment of good literature is conducive to the higher enjoyment of living. The institution recognizes the need of still greater activity in the State for the improvement of instruction in English. It therefore offers with pleasure this bulletin to the editor, Mr. C. C. Certain, and his co-workers of the Association.

BULLETIN OF THE ALABAMA ASSOCIATION OF TEACHERS OF ENGLISH

Address communications to C. C. Certain, Editor, Auburn, Ala.

OFFICERS OF THE ASSOCIATION—1915-1916

President, Chas. H. Barnwell, Professor of English and Dean, University of Alabama, University.

First Vice-President, Rosa V. Strickland, Principal, Training School for Teachers, Birmingham.

Second Vice-President, Claudia Crumpton, Head of Department of English, Alabama Girls Technical Institute, Montevallo.

Secretary, Jas. R. Rutland, Professor of English, Alabama Polytechnic Institute, Auburn.

Editor-Treasurer, C. C. Certain, Professor of Rhetoric and Public Speaking, Alabama Polytechnic Institute, Auburn.

PURPOSES

It is hoped that every person who reads this bulletin will join the Alabama Association of Teachers of English and aid in its work.

The specific aims of the Association are five-fold:

To organize the English teaching interests of the State; to conduct investigations relative to teaching English; to publish findings; to co-operate in all possible ways with other similar organizations throughout the country; to promote acquaintance and good fellowship among the English teachers of the State.

The general scope of the work of the organization includes all phases of English teaching in the State—Elementary, Grammar School, High School, and College.

It is the purpose of the Association to *bring every force in our educational life into the service of better English.*

The Association invites superintendents, principals, and other teachers to co-operate in establishing good English consciences and in

sharing the burden of enforcing a high average of correctness and effectiveness in the use of English.

The Association appeals particularly to the *home* and the *newspaper* to aid in reaching boys and girls that are not in the schools.

All members receive the publications of the Association free.

All members are entitled to *collective membership* in the National Council of Teachers of English.

WHAT INDIVIDUAL TEACHERS CAN DO.

The editor is constantly being asked the question: "In what way can I actually assist in the work of the Association?" In reply to such queries the following suggestions are offered:

1. Aid the Alabama Illiteracy Commission. Certainly service of this character is expected of every teacher of English. In order that a concerted movement may be carried on by teachers of English, a committee has been organized to co-operate with the Illiteracy Commission. For detailed information address the chairman, Miss Rosa V. Strickland, Teachers' Training School, Birmingham.

2. Improve library facilities. A vigorous campaign is being conducted to establish libraries in every school of the State. Every teacher of English is urged to co-operate with the members of our Committee on School Libraries. For further information address Mr. C. C. Certain, Auburn.

3. Sign an agreement to conduct at least one phase of work next term in accordance with suggestions furnished by our Committee on Articulation. Address communications to Miss Claudia Crumpton, Alabama Girls Technical Institute, Montevallo.

4. Help to double our enrollment by securing before April, 1916, at least one new member. Send addresses of prospective members to Mr. C. C. Certain, Auburn.

AN INCREASED MEMBERSHIP

The Alabama Association of Teachers of English must build up its membership in order to do its own publishing. The Alabama Educational Association, "Auburn," "Montevallo" and other State institutions of higher education are generously offering aid. This aid, however, is not offered as a permanency, but merely as an encouragement to our organization which these institutions regard as the most important of our State educational organizations.

We have at present a membership of about one hundred, but we must have a membership of at least two hundred and fifty before we can meet the expense of conducting our committee work and publishing bulletins at regular intervals.

Will you join the Association and take part in our campaign for a membership sufficiently large to meet the expenses of our organization?

THE ENGLISH JOURNAL

The English Journal is the official organ of the National Council of Teachers of English.

The proceedings and principal papers of the Council are published in this magazine, which is a professional journal of the highest class, devoted wholly to the interests of school and college teachers of English.

The Journal is indispensable to progressive teachers.

SUBSCRIBE TO THE ENGLISH JOURNAL

The editor of *The English Journal* has made a special rate of \$1.50 (subscription price, \$2.50) to members of affiliating associations that organize clubs of twenty or more members. The Alabama Association of Teachers of English has affiliated with the National Council, hence all members of the Association should avail themselves of this special rate.

If you are interested in becoming a special subscriber to *The English Journal*, kindly fill out the attached blank.

Application for Membership

To C. C. CERTAIN,

Treasurer of the Alabama Association of Teachers of English,
Auburn:

Please enroll me as an ^{associate}_{active} member.

I enclose fifty cents in payment of annual dues and \$1.50 in payment of subscription to *The English Journal*.

Name_____

Address_____

Educational or other position_____

I agree to help instruct, if possible, at least one illiterate in my county.

Signed_____

Announcements

Annual meeting, April, 1916.

Efforts are being made to secure two prominent teachers of English, teachers of national reputation, to address the Association at the annual meeting, April, 1916.

The plans for the annual meeting are being rapidly formed.

Dr. Chas. A. Brown, Principal, Central High School, Birmingham, will preside at the meeting of the High-School, Normal-School, and College Section.

Miss Claudia Crumpton, Alabama Girls Technical Institute, Montevallo, will have charge of the Elementary-School Section.

At the annual luncheon and reception, Dr. Chas. H. Barnwell, University of Alabama, will deliver an address as President of the Association.

It is hoped that arrangements can be made for a joint meeting of the Elementary Section of the Association of Teachers of English with the Primary Department of the State Educational Association. Miss Clutie Bloodworth, City Schools, New Decatur, is chairman of a special committee directing certain definite activities among teachers of the grammar schools of the State. It is her purpose to test out, with the co-operation of these teachers, certain methods of teaching spelling, composition, and reading, and to present a report giving the conclusions reached after testing these methods in the school room. This report will be presented at the joint meeting of the Elementary Section and the Primary Department, if the meeting is held. Assisting Miss Bloodworth on this committee are Miss Cora Pearson, Florence, and Miss Cathrine Gardner, Troy. Among the teachers co-operating with the committee are the following: Miss Annie Sanders, Newbern; Miss Bernice Cowart, Troy; Miss Everette Slaton, Eclectic; Miss Ollie Erwin, Birmingham; Miss Mary Clark, Slocumb; Miss Mattie Avant, Eclectic; Miss Opal Cooper, Trade; Miss Mary Newman, Goodwater; Miss Mary Burke, Montgomery, and Mrs. L. T. Wall, Porter. (Other teachers desirous of aiding in this work are earnestly requested to send their names to Miss Clutie Bloodworth, New Decatur.)

FIFTH ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

At the second annual meeting of the Alabama Association of Teachers of English in Montgomery last spring, a movement was started to form a large delegation of teachers to attend the fifth annual meeting of the National Council of Teachers of English, which will be held in Chicago during the Thanksgiving recess.

A final announcement of the program has not yet been received. The preliminary draft of the program shows, however, that the Executive Committee of the Council is making every effort to secure experienced teachers as speakers on the program.

Section meetings of the Council will include:

1. The Elementary-School and Normal-School Section.
2. The High-School Section.
3. The College Section.
4. The Public Speaking Section.
5. The Library Section.

There will be at least two general sessions of the Council and several informal conferences.

On Thanksgiving evening there will be a meeting of delegates.

The customary annual dinner will be on Friday evening.

Among the speakers at the meeting will be Dr. Edwin Mimms, of Vanderbilt University; Mr. Percival Chubb, Ethical Culture School, St. Louis, Mo.; Mrs. C. V. Hulst, Grand Rapids, Mich.; Miss Ella F. Geyer, University of Iowa; E. H. K. McComb, Indianapolis, Ind.; Miss May McKittrick, Columbus, O.; Dr. Sears Baldwin, Columbia University, New York. This list of names is incomplete. Full announcements will be made just as soon as the completed program is received for distribution.

THE STATUS OF ENGLISH TEACHING

Two years ago at the meeting for the organization of the Alabama Association of Teachers of English, Dr. Charles W. Kent, of the University of Virginia, was called upon for an address which had not been written out but in which he made the following points:

First, that English in the schools is of permanent value, (a) because it constitutes the test and standard by which education is very largely judged. That most people in the outside world could not test a pupil's knowledge of Latin, mathematics or sciences but always do

test his knowledge and use of his mother tongue and generally rate him by his skill in his use of this language both in writing and speech.

(b) That English is the tool by which all other school work is done, and that, therefore, it is the common business of all the teachers in the schools to see to it that exercises and training are given in English; that it is almost treason to the institution to let bad English pass in the school room.

(c) That the knowledge of English is in itself one of the most admirable and beautiful acquirements, for the English language has all of the capacities and capabilities of other languages. There is practically nothing that can be done with any of the other languages that can not be done with English. In spite of the fact, however, that English is so capable and so diversified an instrument it is subjected to constant and grave abuse.

Second, that the importance of English in the schools is constantly underrated, as is shown by the following facts:

(a) The very small amount of time allowed to it. It is presumed that the English teacher will use his class room hours in giving instruction in English and his out-of-class hours in the interminable correction of papers, whereas the science teacher is not expected to do his laboratory work outside of school hours. Now, the laboratory work in English, whether this means conferences with students or the correction of papers, is just as important as laboratory work in the sciences, and time should be given for it within the school hours to this extent, that the teacher should not be overloaded with actual class room work nor should the classes be so large as to prevent the opportunity for personal intercourse. The fact is, that English teaching is a very delicate process and hence there should be small classes not too large for personal work of an intimate nature. The principal schools are not recognizing this fully; in fact, very frequently it is assumed that teachers unprepared to do anything else can take the English classes and that pupils not having enough work to do may load up with more English. In a word, the teachers of English are expected to do more with less time and with less equipment than any other teachers in the school. The science teacher can easily get a couple of hundred dollars for his laboratory each session, but the English teacher will find it difficult to procure \$100 for the buying of books each year for the advancement of his courses.

Third, that the National Council of Teachers of English has taken up these and other pressing questions.

The speaker was not in favor of the multiplication of organizations, but he had been convinced that he had joined this new one because he was impressed with the need of a wider information as to the importance of teaching English. He believed that this new movement was going to have the effect of revolutionizing English teaching within the next ten years.

THE COST AND LABOR OF ENGLISH TEACHING

By EDWIN M. HOPKINS, *University of Kansas*

(Abstract of an address before the National Education Association, Oakland, Cal., August, 1915.)

The object of the survey in progress for the last six years, under the general direction of three national organizations of teachers and of the Bureau of Education, is *to approach the problem of the teaching of English, especially that of English expression, oral and written, in all the schools as any other laboratory problem is approached; to determine the range and value of the physical and material factors involved, the limitations of time and space and human energy in their relation to the quantity and quality of the results desired.* The survey does not assume that no other factors are concerned or that others are not equally important; but it does assume that these are fundamental, and that any criticism of teaching principles or teaching results that does not recognize them and is not based upon them is, to that extent, untrustworthy if not valueless.

The difficulties in the way are of course enormous. The elements of the problem vary widely in individual instances under varying conditions, stand in varying relations to the social and economic and physiological factors in teaching, and must be studied in infinite number through this infinite variety before any safe conclusion can be reached. The process of gathering data is always a painful one, for no way has yet been invented to find out things except by asking questions and performing experiments. Again with the solution of one problem a thousand others at once demand attention.

The particular factor first sought for is a unit measurement that may be applied to the physical labor of a teacher of English. Certain things must first be assumed as fixed or known quantities; chief among them the time which an individual pupil may be expected to give to the study of English at school and out of school, and the quantity and quality of the desired results. Other details bearing upon the problem are those of equipment and method, the general preparation of the teacher, and the environment of the pupil in his other classes and at school. If all these details be assumed in accordance with the average of existing conditions, then it becomes easy to determine what instructional labor is necessary on the part of the existing body of teachers to obtain under the given condition the finished product desired.

At once it appears that, to obtain that product, the labor standard of the English teacher must be not only greater than that of any other teacher or public servant, but more than double the normal phys-

ical capacity of any teacher; and immediately and automatically the so-called failure of English teaching is accounted for.

It then remains to determine what changes of existing conditions are necessary to obtain the desired improvement in results. *Assuming, not average conditions this time, but the most favorable, as to preparation, equipment, environment and approved methods, it finally appears that, in the teaching of English expression, precisely as in all other laboratory teaching, instructional labor varies directly as the number of individual pupils; and that the number of recitation hours assigned an English teacher is in comparison a negligible matter.* Then, given a standard of instructional labor that is within the limits of physical possibility, and the corresponding number of pupils may at once be known.

Thus far the process described is a purely investigative one. Then, when on the basis of ascertained fact tentative conclusions have been reached, it remains to submit them all to the final decision of experiment for verification or correction, and so to establish them until time brings growth and change.

In six years the described work has been carried to completion as regards the teaching of secondary school English, and it is now almost finished for college English. The survey of elementary English has been in progress for two years, and it may take two years more to finish it and prepare the results for publication.

The points established or indicated after all this expenditure of time and labor are so simple that they may be stated in a sentence. *Under the most favorable conditions, a college teacher can not do the best work with more than sixty pupils in freshmen composition, or a high school teacher with more than eighty pupils in English; and if the conditions are less favorable the number must be correspondingly smaller.* In elementary schools the survey is much more complicated, but it is already indicated that, if there are degrees of impossibility, it is far more impossible for an elementary teacher to get any results from English teaching than it is for either the high school or the college teacher.

The facts stated at once suggest the question, What increase in cost would be necessary to make English teaching effective in all schools? This has been made an additional point of inquiry. *Comparison of English with other school subjects shows that at present English costs less than any other subject included in the survey; and that it needs only to receive its just recognition in relation to other subjects of the same type to be able to meet all reasonable expectations.* In secondary schools this might require sometimes an increase of 50 per cent. in the provision for English, varying of course according to conditions. In one experiment made under ordinary conditions, an

increase of barely 25 per cent. in cost more than doubled the value of the results and indeed made them almost ideal.

The special study of numberless other physical questions, and of numberless others that are not physical and therefore must be studied by entirely different methods, is of course immediately suggested; and the National Council of Teachers of English has taken in hand the entire field of inquiry in English education, to map it out, determine the parts first demanding attention, and distribute them for study. Such work as this should have begun many years earlier, and it is work that can never be finished; but *every teacher who can should aid in it, not so much in the hope of an early change for the better in the conditions or results of his work as for the good of the educational cause, and for the advantage of the schools and the pupils of the next generation.*

DISTRICT COMMITTEE ON ELEMENTARY-ENGLISH TEACHING

IN CO-OPERATION WITH THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH AND THE NATIONAL BUREAU OF EDUCATION

At the November meeting of the National Council of Teachers of English, the committee on the teaching of English in elementary schools reported that its work had been completely organized in about twenty-five states, and blanks distributed. The work of organization consisted of obtaining the services of a state chairman for each state, and with his aid preparing a list of chairmen of local sub-committees to supervise the distribution of blanks and the gathering of information. The state chairman for Alabama is Miss Rosa V. Strickland, of Powell School, Birmingham; and the chairmen of local committees are as follows:

D. A. Murphy, Anniston; Mrs. Mary A. Young, Boyles; W. L. Porter, Brewton; W. P. Amerson, Brookside; Miss Mattie L. Waters, Brundidge; M. E. Head, Cuba; W. J. Steel, Elba; H. L. Upshaw, Eufaula; Miss Mariette Johnson, Fairhope; H. A. Pettus, Florala; R. O. Shaver, Florence; W. C. Griggs, Gadsden; M. Van Pelt, Gaylesville; W. P. Lonsford, Georgiana; C. T. Foster, Gordon; R. C. Johnston, Huntsville; F. T. Appleby, LaFayette; Miss May McLeod, Leighton; J. W. Letson, Jasper; J. J. Holladay, Linden; J. A. Joiner, Madrid; Wm. F. Maynor, Oneonta; J. F. Sedfield, Opp; Miss Belle Worthington, Prattville; J. M. Rich, Ragland; H. J. Flynn, Rutledge; H. W. Bennett, Scottsboro; E. J. Lang, Slocomb; John R. McClure, Troy; J. H. Foster, Tuscaloosa; R. E. Thompson, Tuskegee; Floyd Collins, Tuscumbia; C. R. Welden, Winfield; E. H. Longshore, York; Miss Elizabeth Love, Aliceville; Mrs. Nannie Solmond, Aliceville; Rosa V. Strickland, Birmingham; W. S. Lane, Ensley; Miss Mary Burke, Lawrence Street School, Montgomery.

PRELIMINARY REPORT OF THE COMMITTEE ON ELEMENTARY ENGLISH

Because of the extent and great detail of the survey, a large committee and considerable time are required in the preparation of a single local report; and often it is found that conditions are such that

a report of the proper character can not be made. In these cases the blanks are returned unused. The number of such instances in this state is only five; not included in the preceding list. Local committees may make report at any time before the end of the academic year, but should not delay too long.

Since the November report of the committee was made, the work has gone forward in the remaining states with the exception of seven, from which no replies have as yet been received; and blanks have been distributed in almost all the states except these seven. Before the end of the academic year, when the tabulation of results will begin, time enough remains to secure adequate material from all the states if blanks are sent out immediately; otherwise a few states may be left without representation in the final report. From the states earliest organized returns are now coming in, but so slowly that the committee may send out a note of reminder to make sure that the matter has not been overlooked. The aim of the committee is to secure, in accordance with a suggestion from the Commissioner of Education, a total of one thousand reports from all the states; an average of from twenty to twenty-five from a state. Some states exceed this number, thus compensating for others from which few reports or none will be received.

The ultimate end of this survey is, if possible, to obtain absolutely conclusive and incontrovertible data with regard to the physical and financial as well as the pedagogic conditions of effective work in English in all schools from grades to college; not that these conditions are not already well known to teachers of experience, but that the experience and testimony of one teacher or a few teachers, commonly weighs little with authorities or the public in influencing or shaping educational policies. To collect and order certain more or less familiar facts and to establish that they are facts are the first objects in view; the ultimate object is to make these facts public by any means available. Incidentally certain special inquiries are being made as to facts not so well known but necessary in arriving at conclusions.

The study of secondary school English, the results of which have already been published, has shown that its needs are greater and the provisions for meeting them less than in the case of any other secondary subject. The study of college conditions has progressed far enough to show that they are analogous to those of high schools in these respects. The elementary school survey, vastly more difficult than either of the others, will, if successful, show the corresponding facts, whatever they may be; and if it is established that the current criticism of elementary English teaching is as misdirected as that of other schools, the resulting advantage to the status and results of the work of elementary teachers is obvious. *This survey is going forward at*

a cost in labor and time of thousands of teachers that is perhaps unprecedented; in the belief that simple publicity for simple facts is the best if not the only way to bring about a readjustment of conditions that are always more or less discouraging, and often seem hopeless. Whatever the results may be, they can not fail to advance the highest interests of education in general and of English in particular; and perhaps they may prove to be worth all that they have cost—or more.

EDWIN M. HOPKINS, Special Collaborator,
United States Bureau of Education.

PRELIMINARY REPORT OF STATE COMMITTEE ON THE ARTICULATION OF COURSES

At its first meeting, the Alabama Association of Teachers of English appointed a committee on the articulation of the elementary and high school courses. The appointment of this committee came from our realization of the fact that often there is needless waste of time and energy in the pupils' passing from one school to another, such waste being due to the lack of a definite standard of attainment for grammar school work, to the sudden plunge of pupils from closely supervised to slightly supervised work; also to the lack of understanding and co-operation of teachers of the lower high-school and the upper elementary-school classes and their consequent duplication or ill-advised methods of instruction. The committee devoted its attention first to finding out what needs the national committee emphasizes and in what manner the various states are putting into effect its suggestions. Then it considered Alabama conditions in the teaching of English and proceeded to make plans for gaining a better adjustment between the two schools and discovering just what courses in English are best suited to the needs of the Alabama child in each stage of his development.

In this paper the committee would like to present to the public those findings of the National Committee which apply especially to our conditions. It would like also to present its plans for the coming year.

The national committee on articulation was appointed in 1912 and in 1914 made its first complete report, based upon answers to questions sent to all parts of our country.* According to that report, the conditions hindering good articulation are: Requirements too extensive and too indefinite; subjects like dry, unapplied grammar, the analysis of specimens of discourse, and formal rhetoric ill adapted to young pupils; too little practice in speaking and writing; too little drill on the essentials of spelling, punctuation, and manuscript neatness, and the ready conventional use of paper; and, in some schools, reading not extensive enough. In the high school courses the requirements lack elasticity, are too ambitious and literary, and so are often unrelated to the interests of the entering classes, to which there is little

*See English Journal, May, 1914.

continuous effort to adapt the work. The reasons for these conditions seem to be the following: Ignorance of those making the high school course of the aims, method, and curriculum of the elementary school; change from having one teacher or very few to complete departmental methods; poor teaching or overwork or indifference of the teachers; shift from more to less personal supervision; independent construction of the courses; inexperienced teachers in the first year of the high school. By way of construction, the committee would suggest that the training in the elementary grades should aim to give:

I. Certain knowledge in the field of English. This knowledge is of three kinds: (a) Some acquaintance with literature; (b) some acquaintance with the laws governing effective speaking and writing; (c) some slight acquaintance with the laws of the structure of language—that is, grammar. Apropos of instruction in grammar, the report says:

“The little grammar taught should be constructive throughout, and constant application of principles learned should be made by drills in the correction of faults found in the pupil’s own compositions. All complicated and unusual expressions should be avoided, and emphasis should be laid upon those forms and principles that will be most effective in forming the habit of correct usage.”

II. Besides the acquirement of this elementary knowledge, there should have been developed by the end of the eighth grade certain language tendencies and habits and the ability to do a few basic things well, such as the spelling of common words in the pupils’ vocabulary, plain punctuation and capitalization.

In sum, among various final suggestions made by the committee, these would apply to our needs:

1. That the ground to be covered in each phase of English in each type of school be carefully delimited.

2. That in both schools the courses of study be simplified and revised so as to include much less formal grammar, but much more thorough drill in applied grammar; so as to include a wider range of reading matter and more oral composition; and so as to appeal more to the sympathies and interests of pupils.

3. That full, definite syllabi, rich in specific detail, be prepared and printed for the guidance of teachers, and that representative teachers of various grades be consulted in the preparation of such syllabi.

4. That the organization of the two schools be planned and the courses administered in such a way as to contribute to good artic-

ulation by the employment of such, and as many of the schemes following as may be feasible in any particular locality:

(a) The assignment of the most efficient teachers in the high school to the charge of first-year classes.

(b) The use of the system of departmental teaching in the elementary school, or of the elementary school organization under one teacher in several subjects in the first year of the high school, or of both.

(c) The promotion of acquaintance and mutual co-operation between teachers in the two classes of schools by means of joint conferences, exchange of visits, notification by the high school teachers of the prevailing faults in the English of entering pupils, and similar means.

(d) The promotion of successful elementary school teachers to the first-year work of the high school, for a year at least.

(e) The complete reorganization of the two schools on the plan giving six years to each.

(f) The close correlation and continuous supervision of the two courses by a supervisor of English, or other competent authority.

The Alabama committee on articulation has determined to seek first of all, with the help of other committees of the association, full and definite statements regarding the materials and methods proper to the several grades. It would utilize the six-six plan,* which will doubtless be adopted some time by us. Inasmuch as that plan would divide the twelve years of the two schools into groups of six, and since we have only eleven grades, we take the liberty of beginning in our work with the sixth grade. We are planning a course, supplementary to the state manuals, to cover the three years concerned directly with the articulation problem, the sixth, seventh, eighth. It is our purpose to have teachers who are in actual contact with these grades to prepare papers on teaching the several divisions of English to these three grades of children. This work we hope to have completed by April 1, copies of these papers being available for all those who wish them. After April 1 we shall continue this work as the Executive Committee of the association deems it advisable. Aside from mapping out definite courses and methods, we shall need to do and have done much agitation in order to place in the hands of every teacher who may need them our materials. We need a channel of communication in every county and we would suggest that the county organization be

*See page 35.

used for this purpose. In the case of the lack of such a body we suggest that workers will attempt to bring the teachers together not for English purposes primarily, but for the Reading Circle work. In some counties these groups so organized are flourishing, meeting with permission of our State Superintendent of Education, on one school day of each month. The committee hopes to find in every county at least one worker who is interested enough in the English course to help promote its activities. It would urge everyone who wishes to help in the work of the committee to advise the chairman of his willingness. As the year advances, the committee hopes to speak more definitely of its work.

Respectfully submitted,

J. J. DOSTER, University

SARAH E. LUTHER, Castleberry

ROSA V. STRICKLAND, Birmingham

CORA PEARSON, Florence

M. ALINE BRIGHT, Mobile

C. C. CERTAIN, Auburn

CLAUDIA CRUMPTON, Montevallo

Chairman.

REPORT OF THE FOLKLORE COMMITTEE

R. W. WEST, *Chairman*

De winter win' am hard an' col', sur;
De meat am scace an' Joe am ol', sur;
Ol' mammy's down—

"Way'p de river-uh-er,
Hunny, one er rainy ni-uh-ite,
Uhw'r de Cap'm got ma-ah-ad
An' wont tuh figh-m."

Do the above fragments mean anything to you? The first is the composition of an old negro whose real name no one knows, but who was called Andrew Jackson from the time he appeared in Russell from unknown places. There was a long poem, my father says, in the same meter, but this is all he can recall. The whole was a picture of an aged, starving and freezing couple of negroes soon after the Civil War, when they had been left to their own resources. The second quotation has no single author, but is the result of a series of additions and changes by many young negroes who have worked on steamboats of the Chattahoochee river or who have lived with such "boatsters." There are some twenty-five stanzas which may all be sung to the same tune with many variations of words and of minor notes in the melody. There is no part for this ballad except the soprano.

All this is an introduction to the Folklore Committee and its work. The members of the committee are:

Miss Martha Young, Greensboro; C. L. McCartha, Troy; J. L. Moulder, Plantersville; Mrs. W. W. Overstreet, Greensboro; N. I. White, Auburn; R. W. West, Birmingham.

The committee has not yet been completed. There will be three or four other members to make a total of eight or nine of the most active people in Alabama.

The committee plans as follows: To co-operate with the Folklore Society of America; to use the Bulletin of the Alabama Association of Teachers of English, and give its work wide publicity; to engage a speaker on the subject of folklore for the meeting in April.

The following are a few suggestions which have been made: That each member solicit the aid of every one of his acquaintances

who could be of aid in the work and give full credit for findings; that the best of the collection be published; that the committee make a report at the April meeting of the association; that the member of the committee who furnishes the best and the most of real folklore be allowed to compile and edit the best of the collection at the end of one year.

The committee will hold its first meeting during the session of the Alabama Association of Teachers of English, which will be called in Birmingham in April. Let any one who has suggestions to offer give them freely.

Let me, in this connection, as an English teacher, appeal to the other English teachers of the state. You desire the success of the committee and of the work especially; realizing, therefore, that a committee is powerless if it does not receive the aid and the sympathetic co-operation of those on whom it must depend for what it gets, you will not simply hold yourself ready to aid, but you will volunteer your aid in collecting all the folklore you can. You will receive full credit for your findings. Send in something before April 1, so that we may have a good report before the A. E. A. This is a great work. Join the Association of Teachers of English and go to work.

Alabama is rich in folklore, and our committee will find much pleasure in collecting the many ballads, sayings, idioms and sermons of the mountaineers and the negroes, from the isolated communities, the hills and the rivers.

PRESS REPORTS ON THE SECOND ANNUAL MEETING OF THE ALABAMA ASSOCIATION OF TEACHERS OF ENGLISH

THIRTY-FOURTH SESSION OF EDUCATIONAL ASSOCIATION OF ALABAMA CLOSES AT MONTGOMERY

From The Birmingham Age-Herald, April 4, 1915.

By FLORA MILNER HARRISON

Montgomery, April 3.—(Special.)—The thirty-fourth annual meeting of the Alabama Educational Association came to a close Saturday morning with a session at the Sidney Lanier High School.

ENGLISH DEPARTMENT

In no department was there more fervor and enthusiasm than in the English department. This is an independent association, as are the sections of colleges, of high schools, and from this year forward the section of history teachers. The English department had its own badges, its dinners and lunches together, its several very interesting meetings, and at the conclusion a speech by Dr. J. F. Hosic. Dr. Hosic was present at the dinner given by this section on Friday evening, and spoke to the teachers on broad lines of English work. Dr. Coulter, of the Peabody Normal, Nashville, spoke on the opportunity of the English teacher, urging the teachers to use their opportunity for broad and deep development of their pupils and for mental and spiritual culture. Miss Margaret Booth, who is recognized as one of the very strong teachers of English, talked at the dinner on the advantages of travel for the student and teacher of English. She brought out the necessity and possibilities of equipment for that department, commenting on the use of the radioscope for illustrating stories of travel.

Dr. Charles Barnwell, of the University, was elected president of the English Association; Miss Rosa Strickland, of Birmingham, first vice-president; Miss Claudia Crumpton, of Montevallo, second vice-president; James R. Rutland, of Auburn, secretary, and C. C. Certain, of Auburn, was re-elected treasurer-editor. The association is affiliated with the National Council of Teachers of English.

From *Montgomery Advertiser*, April 3, 1915.

By C. CAULDIA MORITZ

One of the most important "special meetings" of the Alabama Association of Teachers of English was the meeting of the high school, normal school and college sections yesterday afternoon at the high school, presided over by Professor Frederick D. Losey, of the Department of Public Speaking at the University of Alabama.

The first address, that of James F. Hasic, of Chicago Teachers' College, was properly termed by Dr. Losey, "illuminating and inspiring." His subject was "Progress in English Teaching," and he put forth many unthought-of truths. Progress in teaching English, he said, was parallel to the progress in education—and in both had been developed in the last century an *intense social consciousness*. This *tendency toward the social*, which was making itself felt throughout our schools, from the kindergarten to the university, had a twofold significance. First, they had become "social" in regard to what was taught in them; that is, we are constantly putting things in our schools which will teach the pupils how to act, at home and in society. The other aspect has reference to method, or determining how we shall teach what society requires. We have to transform the life of the school room and in the school hall so that it shall resemble as much as possible the world outside. The school room is growing more informal. When we get the social idea in teaching every one will take a part.

IMPETUS RECEIVED

The special movement in English, Mr. Hasic said, was given an impetus by this "social" idea. In the elementary schools, we used to think the "three R's" were the essentials. Now we have added to them two other "useful tools," oral and written composition to make the pupils think, and literature to make them feel. Composition, the fundamental function of the primary school, is training in thinking. The literary world trains the emotion. In the high school, a transformation has taken place—in addition to the preparation for college, we are putting in a "preparation for life." Vocations contain all active life, whatever you are "called to do." A man who goes to college must go there because he wants to do something. So vocational training, in the broad sense, has been added to the high school as well as to the college. High school is a place to learn how to do things, to live, and to appreciate what others do. The business of the high school is threefold: To give young people culture, to give them efficiency, or the ability to do things carefully and well; and

through culture and efficiency to give them the idea of service to mankind.

Miss Nan Barksdale, of the State Normal School, Troy, gave a number of valuable suggestions in regard to "The Teaching of English in the State Normal Schools." Teachers should be trained for their work, she said, and should love it and appreciate it with joy. Only as a teacher has herself drawn light from literature, can she impart light to others. The course of study in English should be simple and thorough. The most important factor in English is oral and written composition.

GREAT ASSET TO ALL

Ability to read and speak well is a great asset to any man or woman. Every teacher ought to take special care with the pronunciation, grammar and expression of the pupils. A teacher often fails to teach written composition because she gives her pupils too much work to do—that is, more than she can correct. She ought to find the errors that her students make, and go to work systematically to correct them. Students ought to be made to criticise each other's themes. It is well to let the students see their progress by reading their themes out loud or by publishing them in the local papers. Every teacher in a school ought to unite in demanding neat, accurate and careful written work. History of English literature ought to be taught, and books read at home and reports made. Students need special attention in class and in private conferences. Every English teacher ought to train young men and young women to speak correctly and effectively, to be well poised and courteous, and to have a real love of literature and life.

THE USE OF BOOKS AND LIBRARIES

"A Plea for Instruction in the Use of Books and Libraries" was most effectively made by Miss Olive Mayes, of the Alabama Girls Technical Institute, Montevallo. After all theories had been advanced, said Miss Mayes, the primary object of education still remained "teaching a person to read," that is, to read understandingly. One's measure of greatness is the ability to read. A teacher who gives her pupils a key to reading intelligently and understandingly is giving them an invaluable aid.

MUST KNOW BOOKS

The first thing to teach them is to know books, she said. Every teacher ought to give systematic instruction on how to use the various parts of a book, and above all how to use a dictionary. When possible, the students should be taken to a library and shown how to use it. We know not what genius we are nurturing when we introduce students to good books.

On account of the predominance of non-college and non-normal school teachers at the meeting, Professor Olin D. Wannamaker, of the Alabama Polytechnic Institute, Auburn, voluntarily changed his subject from "Teaching Exposition to College Freshmen" to "Methods of Teaching Exposition." Teaching composition, he said, repeating Mr. Hosic's idea, was simply teaching to think. The development has been away from rhetoric and toward composition, and away from teaching the theory of composition to the teaching of the practice of composition. If composition is to be taught by practice, the student must be made to do a great amount of talking and writing; the student must write about subject matter that is within his grasp and not too mature for him; the necessary corrections must be made of the students' oral and written work. The student will not benefit from merely writing, unless the teacher corrects his themes. In teaching exposition, one of the methods arrived at has been the imitation of models. This method is very good if the teacher helps the pupil to understand the methods used, otherwise this way of teaching is useless. In every case have the pupil recognize the problem, and that it is the same problem which his little brother might ask him to explain.

Trend and Tendency in English Teaching

SPECIAL NOTES ON THE CINCINNATI MEETING OF THE COUNCIL WITH THE NATIONAL EDUCATION ASSOCIATION, FEBRUARY, 1915—NECESSARY CONDITIONS OF SUCCESSFUL WORK

By EDWIN L. MILLER,
Principal of the Northwestern High School, Detroit, Mich.

The English course in high schools is at present improperly organized. English is taught as one subject whereas it is two. The course in English includes both appreciation and expression, or, as they are usually called, literature and composition. These two are only superficially related and need to be attacked by different methods. Appreciation and expression must be taught upon planes commensurate with abilities to take in and give out ideas and the material which can be used effectively in the one is unsuitable for the other. The fundamental defect in the English situation is that we are trying to teach two subjects under one title. Literature and composition should be taught separately, in separate classes.

It would not seem necessary to have separate teachers for these subjects. One practical advantage in separating the courses in literature and composition is that the problem of the over-burdened teacher would be partially solved by giving each teacher three classes in literature and only two in composition. The literature classes should under favorable conditions not exceed thirty pupils; while the composition classes should not exceed twenty pupils each.

It is not to be understood that no writing is to be done in the literature classes. The new arrangement will not interfere with the use of literary models, but will require that emphasis be placed primarily upon the appreciation of the literature studied.

REDIRECTING THE ENGLISH COURSE

A distinct redirecting of the English course is being effected. A reconception and shifting of values is taking place. In this connection an attempt is being made to answer the question, "What is education

for?" A joint committee of the N. E. A. Committee on the Economy of Time and of the Commission on the Reorganization of Secondary Education is endeavoring to answer the question as to the purpose, meaning, and values of education in terms of the pupils themselves. Such a statement will be of profound importance. We must find some way of making English a part of the entire life of the pupil. There is too much truth in the statement that our pupils assume a mood for each particular occasion in the English class. We must live down the old idea of deferred values. Now is the approved time.—*James F. Hosic, Chicago.*

ORAL EXPRESSION, AN INTEGRAL PART OF THE ENGLISH COURSE

Oral expression is an integral part of the composition course. Any attempt at separating the study of oral expression from the study of literature is unfortunate. Expression should not be separated from English teaching. The English teacher must be depended upon to maintain standards of expression in his class work, though an expert may be useful in a large high school. Oral English, the teaching of a pupil to stand on his feet and say his say, is an integral part of the course. The teacher of English should himself be able to teach oral English or expression.—*James F. Hosic, Chicago.*

THE PREPARATION OF HIGH SCHOOL TEACHERS AS AN ADMINISTRATIVE PROBLEM

CHARLES HUGHES JOHNSTON,

Editor of "The Modern High School," Professor of Secondary Education, University of Illinois

Co-operation between administrator and teacher is necessary.

High school teachers do not have adequate institutional ideas with reference to high school work. The institutional attitude is a professional acquisition. The teacher must have conscientious loyalty to the high school as an institution.

Teachers must be able to do curriculum thinking. They must know how their own subjects function in the whole curriculum.

High school teachers of English must know the technique of their subject; they must know the psychology of language. They should study the scales for grading English composition. These will lead to something.

Good art and bad art must be distinguished in teaching.

The compensation of the professional man is measured by the inner outlook, not the exterior. Personal interests must be subordinated to skill.

Bad art in teaching must be detected by the administrator.

A recent survey by the University of Wisconsin revealed the following weaknesses in teaching:

1. Failure to invite response from the student.
2. Failure to do the thing talked about.
3. Failure to require preparation.
4. Failure to capitalize the student's experience.
5. Failure to illuminate with specializations from current reading.
6. Failure to help students acquire a sentence sense; permitting many incomplete sentences in recitations, and many run-together sentences.
7. Repeating the answer of the student.
8. Failure to use the outline in English composition as one of the best devices for teaching how to think.

It is the duty of the administrator to see class room performances and to know what is going on. In making observations the administrator should note:

1. The degree to which there is a mutual understanding of the topic under discussion.
2. The extent to which there is present a respect for learning itself.
3. The degree of smoothness in finishing things up.
4. The degree of freedom from littleness of any sort.
5. The extent to which the fundamentals of the course are used.
6. The proportion of the class participating in the recitation.
7. The extent to which the work produces culture, rather than erudition.
8. The adaptability of method to the type of recitation or subject.
9. The quality of personal or human relation—calling students by name, etc.

SUPERFICIALITY IN TEACHING

You may overdo this business of vocational education, unless you have a foundation. One of the most humiliating things to me is to get a letter from a university student in which he misspells two or three words. That is only an indication that he was not thoroughly trained in the primary schools, and that while his head was in the clouds his feet were not on the ground. We need less attention to attractive curricula and soul-inspiring and eloquent annual reports, and more attention to thoroughness.—*William Howard Taft, ex-President of the United States, Kent Professor of Law, Yale University.*

Co-Operation in the Teaching of English

Co-operation must become with us a settled policy. Thus only can English function in the life of the pupils.—*James F. Hosic, Chicago.*

CO-OPERATION OF ALL DEPARTMENTS IN ENGLISH INSTRUCTION

RANDOLPH T. CONGDON,

Inspector of English, Department of Education, Albany, N. Y.

(Abridged copy of a paper read before the National Council in Cincinnati, February 25, 1915.)

Many speakers and writers have treated the subject of co-operation during the past three years, with the result that today all teachers attending educational meetings know what is meant by co-operation. The subject is second in importance to no other phase of English work. All authorities agree that the practice is one that must be inaugurated and maintained by the administrative officers of the school.

There are many reasons for co-operation; the chief of these is that under present conditions the American school is not influencing the habitual oral speech of the pupils, and is influencing written speech but little. Under the present conditions the results could not be otherwise. The English teacher is assigned from one hundred to two hundred pupils, and teaches composition not more than three hours a week. Obviously, adequate opportunity is not given the English teacher to offset the linguistic habits acquired by the pupils in the other hundred waking hours of the week. Two or three hours a week are not suf-

ficient, but in four or five hours a day for five days a week there is probability of success.

English teachers usually teach the technique of speaking and writing effectively. But in matters of habit formation they are powerless. *Here co-operation is effective, and every teacher should be an English teacher. The pupil's ability to express his ideas on any subject is a fairly true measure of his knowledge of the subject; that lesson is least satisfactory where the halting, piece-meal answers of the class lead the teacher to voluble explanations; and that lesson is most satisfactory where students most fully and accurately express their knowledge and opinions. Too much from the teacher and too little from the pupil is only too commonly the result of present practices.*

(Mr. Congdon's paper contained at this point an extract from "The Question as a Measure of Efficiency in Instruction," Teachers' College, Columbia University.)

There seems to be a very close and vital connection (in the method of questioning) between the general method of class instruction in any subject and the special method in English instruction. The organization of material which must occur from time to time in any well-conducted series of recitations, that organization which concerns not only subject-matter but also "relative worth," is merely an application of the principles of English composition. Whether we call this work teaching history, or mathematics, or science, or whether we call it teaching English, the result is not different, and the procedure is one and the same. Any attention to English, then, that results in some relief from rapid-fire questioning and answering, and substitutes a reasonable proportion of more thoughtfully organized replies, will pay the non-English teacher for the time it takes, by giving his pupils an increased knowledge of the subject-matter.

Many different methods of co-operation have been successfully practiced. There are those in which the burden falls on the English teacher alone, those in which the English teacher and the teachers of other languages, especially Latin, work together; and there is that method in which all teachers unite. I purpose to treat briefly the first general types of co-operation mentioned, and to dwell somewhat longer on the last type.

What the English teacher alone can do is well expressed in the following words taken from a recent report of a committee of the New York City Association of English Teachers.

"To the English teacher we recommend that he continue to employ the familiar methods whereby he has tried to spread the effects of his teaching over his pupils' school life; such as (a) assigning themes from the subject-matter of other courses taken in school, (b) securing, from teachers in other departments, lists of pupils poor in English, and examining these pupils' papers and note books for the use of the English therein, and (c) wherever it is practicable taking at frequent but irregu-

lar intervals whole sets of papers in other subjects in lieu of composition assignments in the English class."

The second general type of co-operation between the English department and other language departments, is excellently illustrated in the East High School, Rochester, New York, where the work has been organized chiefly by Dr. Mason Gray, head of the Latin Department. The plan is briefly this: An agreement has been reached as to the presentation of fundamental grammatical principles, and the terminology to be used. These grammatical principles are first studied in the English classes and are thereafter frequently taken up as, of course, they must be in the regular language Latin classes particularly. Very helpful vocabulary work is also done. Dr. Gray has worked out a long list of important words from first year Latin particularly, but also, I believe, for subsequent years, has indicated the root, briefly stated the fundamental idea and has given one or more English derivatives. These lists are studied as a part of the regular work in both Latin and English classes. Dr. Gray has worked out the plan very fully, but there is no reason why it cannot be followed in a simpler way, wherever an earnest Latin teacher and an earnest English teacher get together. By this method the vocabulary gained in Latin is *learned*, the pupil in English carries on a systematic and effective course in word-study such as few schools now afford; and best of all, he is given a sufficient basis for life-long habit of observation and appreciation of words. It would be difficult to say too much in commendation of this plan. Another plan of co-operation between the English and Latin departments is to have one teacher instruct the same students in both Latin and English. This has also been successfully adopted in various schools.

By far the most important form of co-operation is that which may be described as an insistence upon the minimum essentials of good speech and writing in all class rooms. This method is the most important because it is *simplest* in operation and most far reaching in results. *It is not too much to say that unless some application of this idea is generally adopted, we can never hope to secure a satisfactory standard of spoken and written English in our schools.* When taken up thoroughly and energetically, it succeeds because teachers who lack interest from the language point of view, see that in their work, they are receiving greater results from a given amount of time and energy. On the other hand, a half-hearted effort, while it will undoubtedly do much to improve the pupil's language, will probably not improve the general results of class work, and will therefore surely arouse the resentment of some teachers who say that they have no time for English, that the class periods are too short for their own work. Of course, their periods are too short unless these teachers allow their pupils due time for thought and speech.

The procedure followed in this method has become largely standard. In written English, all papers should be neat, should probably

follow some established form, should be free from obvious errors in grammar and sentence structure. In first and second year papers, there should be paragraph divisions, in second and fourth year papers, there should be some attention to the structure of the whole writing. Failing in these respects, papers should be handed back at once for revision. If it is necessary, the rejected papers may be taken to the English teachers. Ordinarily, however, there is no need of this as the mistakes are the *result of carelessness*.

Insistence upon the decencies of language is more important in oral than in written English. This is true because "what the tongue says the hand will write." In oral English, the teacher should see that a natural and reasonable proportion of recitations is topical, that pupils stand erect and speak so that they can be heard with sufficient clearness in all parts of the room, that the answer match the specific question asked, that constant attention be paid to the logical treatment of the material of the recitation, that obvious crudities and inaccuracies of speech common to the pupils of a given locality be systematically corrected—probably a few at the time.

The following facts, stated categorically, are vital to a clear understanding of the problem:

1. To be of value the standards set should be so simple and natural that they will become habitual.

2. With such standards in mind, the teacher needs to spend no more time in judging the English paper than he would naturally spend in determining its contents.

3. Since the majority of mistakes are due to carelessness, pupils will very soon cease to hand in papers that deserve to be rejected.

4. The enforcement of minimum language standards will actually save time in written work, because of increased legibility and orderliness; in oral class discussion, for reasons already suggested.

The various plans of co-operation thus briefly mentioned have in all cases passed the experimental stage.

(Mr. Congdon, here, briefly outlines the history of the movement for co-operation, including recent successful experiments in New York State.)

The following fundamental principles of co-operation are to be borne in mind in formulating any plan:

1. In the average school standards must be so simple that they can become habitual.

2. There must be uniformity of standards by the various teach-

ers. If there is vagueness as to standards, or if the problem is left to the individual teacher, the work will not be done.

3. Co-operation must proceed from the top downward—from the principal to the teacher, from the stronger schools to those that are weaker, usually there must be exercise of mild authority over some lukewarm or recalcitrant teacher.

(See New York State report.)

MEETING OF THE NATIONAL COMMISSION ON THE REORGANIZATION OF SECONDARY EDUCATION

(From the Cincinnati Enquirer, February 24, 1915)

Prominent educators from all parts of the country attending the meeting of the Commission on the Reorganization of the Seventh and Eighth Grades, held at the Guilford School yesterday, are of the opinion that the present method of educating children between the ages of 12 and 14 years is wrong. It was stated that the present plan of organization does not correspond to the mental and moral development of the child. Plans of elementary education have extended two years beyond the psychological division.

The principal defect pointed out is that departmental training should be followed in the cases of these children, rather than having them instructed in all branches by the same teacher. Three plans were suggested as a remedy for the present situation. The intermediate school, the six-three-three plan and the six-six plan.

Of the three it became evident in the discussion which followed the reports of the commission that the six-six plan is the most popular. This plan involves the education for children from 12 to 18 years of age after the plan of the high school.

To make this plan successful it would be necessary for many changes to be made in the present school arrangement in practically every city in the country, for which reason the commission will investigate thoroughly before deciding upon any definite plan.

Clarence D. Kingsley, of Boston, High School Inspector for the Massachusetts Board of Education and chairman of the commission, acted as presiding officer at the morning session. He submitted a report on the progress of the commission which explained the problem encountered; told of the investigation that had been carried on, and stated that at the present time there is a feeling on the part of the members that a solution is in sight.

Following the report on progress a number of papers which had been prepared on this work were read, after which there was a general discussion of their topics.

William Orr, Deputy Commissioner of Education of Boston, presented a paper on "The Reorganization of the Seventh and Eighth Grades." The intermediate plan, he stated, would necessitate the housing of the children above the sixth grade in a building set apart for their particular use. He suggested that in small towns these buildings should be near the high school to give the pupils an opportunity to use the laboratories and workshops.

THE SIX-SIX PLAN.

The six-six plan, as suggested by the speaker, was to organize the education of children between 12 and 18 years of age along the line of high school work. The six-three-three plan provides for the organization of a junior high school of three years, somewhat general in its work, to be followed by three years' junior high-school work.

The advisability of having the work for the children from 12 to 14 years of age of a flexible nature, to afford an opportunity for a certain differentiation of courses to meet the needs of individual pupils was strongly urged. The history work, as suggested, should contain much information of local history and surrounding activities in order that the pupil might be trained for citizenship.

Another plan advanced was that of having the colleges of the country to adapt themselves to the teaching of the high school rather than having the entire work of the high schools go toward fitting a pupil for college.

REPORT OF COMMITTEE ON ENGLISH.

James Fleming Hosc, of the Chicago Normal College, submitted a paper on "What Important Gains are to Be Expected in the Teaching of English as a Result of the Report of the Committee on English."

Mr. Hosc stated that the report will not only present an outline of what is being done in English teaching, but will also define problems in the economy of time, and in the art and administration of the teaching of English. From the very outset, the committee decided that the elementary course should end with the sixth year; this decision was reached five years ago. There is perhaps no water-tight division between the elementary course and the high school course, except that in the former the children learn essentially by doing, thus forming habits, whereas, in the high school the children are able to make a more conscious formulation of the results of experience. The report contains a definite statement of the minimum attainments at the end of the sixth year.

The speaker said the one big thing the committee was trying to accomplish was to make the study in general more interesting to the pupil. This is being accomplished by extracting a certain amount of

the theory which has been a part of the study, the result of which has been that at the present time the English text book for high school work is much smaller than formerly. He added that he hoped to see the shrinking process continued.

Another plan was to bring to the mind of the pupil the close relationship between his English work in school and his home reading, which is indulged in mostly for entertainment. The simplification of the work, it was stated, would do much to make high schools a place to train children for life's work rather than a preparatory school for colleges.

The report treats English as an essentially social study, supplying a social need, as an activity that is itself social. Oral expression will loom up as a vital activity and not as a post mortem process, as an emancipation of the mind from the treatise to the activity of speaking and reading.

The accompanying outline indicates the contents of the report:

NATIONAL EDUCATION ASSOCIATION, NATIONAL
COUNCIL OF TEACHERS OF ENGLISH, CONTENTS
OF THE REPORT OF THE JOINT COMMITTEE
ON THE REORGANIZATION OF SEC-
ONDARY ENGLISH.

- I. The Movement for Reorganization.
- II. The New Point of View.
- III. Aims and General Character of the Course.
- IV. The Principal Activities of the Course.
- V. Representative Courses as Used in Typical Communities.
- VI. General Reading.
- VII. The Library.
- VIII. Classroom Equipment.
- IX. Administrative Problems.
 1. Articulation with the Elementary School.
 2. Separation of the Teaching of Literature and the Teaching of Composition.
 3. Distribution of Pupils.
 4. Extra-Classroom Activities.

5. Preparation of Teachers.
6. Co-operation of Other Departments.
7. Measures of Attainment.
8. Economy of Time.
9. Differentiation of Courses.

X. Professional Reading

1. Scope and Value.
2. Annotated Bibliography.

“THE PUPIL WHO FAILS, AND HOW TO TEACH HIM.”

A paper under this title was published in the February number of “Education.” The writer discussed an experiment in teaching eight pupils who could do nothing passable in the way of a page of plain writing about any subject they had studied carefully. The writer’s personal opinion is that in such cases “the fault is as often with the school as with the pupil.” The pupils were taught as a class and the teaching and the correction of faults was the same for all. The method is discussed in detail. Every teacher of English should read the discussion as well as the editorial accompanying it.

A PLEA FOR KNOWLEDGE AND PURITY IN ENGLISH.

Edwin Fairley, Jamaica High School, Jamaica, New York.

You will all agree with me when I say that English teachers should be intelligent, if they are to discharge their proper social function. Fortunately, we are teaching a subject which has continual beckonings out into the infinite. Rich fields are all about us. He would indeed be a poor English teacher who did not read constantly and store his mind with the treasures of literature. Bacon said years ago, “Reading maketh a full man.” We, of all men should be readers. No time, you say? Then take time. Benjamin Franklin used to rise at five to have two hours with his books before he went to the printing office. I know people who reverse the process, reading after going to bed at night. Is not the practice as old as Chaucer’s Clerk of Oxenford?

“For hym was levere have at his beddes heed
Twenty boks clad in blak and reed
Of Aristotle and his philosophye,
Than robes riche, or fithele or gay sautrye.”

But whether we read in the morning or at night, we must read, by hook or by crook. An unintelligent English teacher ought to be a contradiction in terms. If we don't read, some day we are going to be found out. When we are face to face with our classes it is too late to fill our minds with the wealth we need. The filling up process must have been done before we come to class. Alas for us if our scholars come to us for help and guidance and we have no well of help from which to draw!

I hope you all know George Herbert Palmer's fine essay on *The Ideal Teacher* in his volume called *The Teacher*. If you have read that essay you will recall that he insists upon the ideal teacher's having a store of what he calls previously acquired wealth. It is this wealth of information and knowledge that I am pleading for if we are to realize our full social value and cherish that passion for the ideal which ought increasingly to possess our souls. This is to the pearl of great price which is worth almost all the other things in life, but it is a pearl within the grasp of every English teacher in the land.

I should like to plead, too, for a ceremonial purity in our use of our mother tongue. It doesn't take long, for instance, to learn the difference between *shall* and *will*, but many of us have never taken the trouble to do that little learning. Recently I received a notice from an English teachers' association which, in the space of a page, made two mistakes in the use of *shall* and *will*.

Our English is such a splendid instrument of expression that it behooves us to be as perfect as may be in its use. There is scarcely any other accomplishment so valuable as the ability to say or write exactly what one means in such a way as to be understood. I fear that I lost all respect for a certain superintendent who said to me, "Say, listen! Every English teacher ought to have their plan book." For heaven's sake let us speak good English, and at least set an example of correct diction to those who come under our instruction. We can do it if we will. The study for a few hours of a thorough book in composition would put us in possession of what we need, if, indeed we do not already have it.

Some months ago I began to collect some material on the subject, "Why English Teachers Become Bald." I have by no means finished my investigations, but here are some of my notes: English teachers become bald because so many people think *everybody* is a plural word, because so many people say address, or split their infinitives, or commit any one of the grossest blunders of illiteracy.

Perhaps a finer type of tolerance is needed towards the special ignorances of the generally educated than is required for other sinners. Perhaps a sense of humor will be our deliverer in the day of trouble.

THE LIBRARY AND THE ENGLISH TEACHER.

Mary E. Hall, Girls High School, Brooklyn, N. Y.

(Abstract of paper read before the National Council of Teachers of English, November, 1914.)

"A live, twentieth-century school library in every normal school and city high school in the country"! is a pressing need in the English work today. Cities and states are finding such a library an investment which pays large dividends in vitalizing and humanizing the entire work of a school. It has a work to do which cannot possibly be done by the public library after school.

Books locked in glass cases, shelved in the principal's office or in small unattractive reading rooms are not going to inspire the average pupil with a love for good reading. Libraries without periodicals and organized collections of pictures, clippings and pamphlets have failed to "make good" in English work.

If the library is to be effective as the English teacher's laboratory we must have larger, more attractive rooms and several of them with plants, pictures, and good furnishings. We must appeal to the aesthetic sense and make the room a delight. There must be modern library equipment in the matter of filing cases, bulletin boards, catalogs, etc. It must have books which are alive and appeal to the average pupil. Fine illustrated editions of the world's great books will tempt the most indifferent to read. Adjoining the library should be a model library class room which could serve as the "English room" suggested in the "Report on English Equipment." Here English classes could meet to use books and pictures in a recitation or enjoy a talk made doubly interesting by the use of a radiopticon which should be a part of this room's equipment. This room would be excellent as a "social center" for use after school by library reading clubs,—travel clubs, Shakespeare clubs, poetry clubs, etc., and for debating societies.

The modern librarian must not only be a trained organizer but a teacher and an inspiring guide in directing the reading of the pupils. This should be thought of in every future appointment of a school librarian. Can the English teacher welcome her as an equal in culture, ideals, and ability as she enters into the work of the department? Can she fan the flame of interest the English teacher kindles in the classroom and see that the whole atmosphere of the library is not only informational but inspirational?

NATIONAL EDUCATION ASSOCIATION. COMMITTEE ON HIGH-SCHOOL LIBRARIES.

(Excerpt from Report on the Organized National Movement for Better
High-School Libraries, July, 1914-June, 1915.)

Mary E. Hall, Chairman, Brooklyn, N. Y.

The past year has been a year of epoch-making events in the history of the movement for greater efficiency in the high school libraries of the country. After four years of preparation and investigation the committee on high-school libraries has been able this year to set in motion a definitely organized campaign for the establishment and maintenance of live high school libraries which shall vitalize the work of all departments of the modern high school, and which shall be in charge of trained and experienced librarians.

* * * The greatest event of the year and a direct result of the meeting of the National Council of English Teachers in November was the unusually well organized campaign for better high-school libraries in the South which was started at the Southern Educational and Industrial Conference at Chattanooga, April 29th. Through the influence of a member of this committee the program for the meeting of the Library Department of the Southern Association included an address on the topic, "The Establishment and Maintenance of High-school Libraries in Every City in the South." A general Southern committee on high-school libraries has been organized with Mr. C. C. Certain, Alabama Polytechnic Institute, Auburn, Ala., as chairman. Under the direction of this general committee are the following committees appointed to push the movement in the States assigned to them:

Committees on Libraries in town and city high schools:

Virginia, West Virginia, Maryland—Dr. C. Alphonso Smith, University of Virginia, chairman.

North Carolina and South Carolina—Dr. Louis R. Wilson, University of North Carolina, chairman.

Kentucky, Tennessee, Mississippi—Miss Lucy Fay, University of Tennessee, Knoxville, Tenn.

Kansas, Oklahoma, Texas—Miss Jennie M. Flexner, Public Library, Louisville, Ky.

Missouri, Arkansas, Louisiana—Mrs. Esther Finlay Harvey, Sophie Newcomb College, New Orleans, La.

Alabama, Georgia, Florida—C. C. Certain, Central High School, Birmingham, Ala.

Committee on Libraries in Rural High Schools in the South:

Dr. J. L. McBrien, School Extension Agent, Bureau of Education, Washington, D. C.

Mrs. Pearl Williams Kelly, State Department of Education, Tennessee.

Dr. Milledge E. Bonham, Louisiana State University, Baton Rouge, La.

The plan of work for this Southern committee includes a survey of high-school library conditions in the South, the establishment of a model high-school library in charge of a trained librarian in at least one city of each Southern State, fixed annual appropriations for books, recommendations for standard equipment for rural, town, and city high schools.

For information as to the work of the general committee write to Mr. C. C. Certain, Auburn, Ala., or to Dr. J. L. McBrien, Secretary, Bureau of Education, Washington, D. C.; Dr. J. D. Wolcott, in charge of Library Exhibits, Bureau of Education, Washington, D. C.

PLAN OF WORK OF SOUTHERN COMMITTEE ON HIGH SCHOOL LIBRARIES.

The committee will be expected:

1. To endeavor this year to have appointed in every State of the South either in the State Library Association or State Teachers' Association or some other state educational organization, a committee on high-school libraries to investigate conditions, and serve in an advisory way in bettering these conditions. This committee is to be composed of one state high school inspector, two leading English teachers, two history teachers and two trained high-school librarians if the state can boast of any at this time, or untrained librarians if they are really successful and progressive high-school librarians. Or the committee may be made up of any other persons truly interested in the high-school library movement. We need more floor space for high-school libraries, larger and more attractive reading rooms, better appropriations for books, better organization of library material by a trained librarian and definite instruction of high school pupils in the intelligent use of a library.

2. To send out a questionnaire as an inquiry into conditions affecting the high-school libraries in each Southern State, and to tabulate results.

3. Based on this survey, to recommend standard equipment for the libraries in the three types of high schools; i. e., for (1) the metropolitan high school, having an enrollment of from 800 to 2,000 pupils; (2) the high school of the town or small city, having an enrollment of from 200 to 600 pupils; (3) the small rural high school, having an enrollment not exceeding 100 pupils.

4. To be prepared to give advice to schools applying for it.
5. To present the necessity of better libraries in high schools at every possible opportunity, and to urge that this necessity be discussed adequately at educational and library meetings.
6. To secure the appointment in every Southern State of a State Supervisor of High-school and Elementary-school Libraries. This supervisor should be a graduate of one of the approved library schools, and should have had experience as a normal school librarian, or in library work with children in the public library. If he has been a successful teacher, too, then so much the better for the school libraries. He should travel over the state, visiting the school libraries and reorganizing them; he could speak at teachers' meetings, and get up library exhibits; he could compile lists of books for school libraries, and act as adviser to every county superintendent and principle in the state.
7. Where states have a director of school libraries, to co-operate, and not work independently.
8. To secure the co-operation of state library commissions, reading circles, and departments of public education.
9. To do what may seem best to improve the selection of books on state lists.
10. To establish libraries in rural high schools.
11. To establish libraries independent of study halls in city high schools.
12. To urge the appointment of trained librarians in every city high school.
13. To recommend a fixed annual appropriation for buying books in each high school.
14. To urge the need of training pupils in the use of books and libraries.
15. To prepare and distribute high-school courses on training in the use of books and libraries. (Specimen courses may be secured by writing to Mr. C. C. Certain, Auburn, Ala.)
16. To establish a model high-school library in at least one city in each Southern State. This library could help every other high-school library in the state. The librarian could meet with teachers in small towns and county high schools, and help them in all of their problems. These teachers in turn could visit the model library and find practical suggestions for their own small libraries.

17. To prepare standard high-school library exhibits.
18. To popularize the traveling library in rural communities.
19. To convey to Mr. C. C. Certain, chairman, Auburn, Ala., an annual report, in March, 1916, of high-school library progress in each Southern State.
20. To work up an interest in a Southern gathering of high-school librarians at the next meeting of the Southern Conference for Education and Industry.

NOTE: The 1916 meeting of the Southern Conference will, it is expected, be held in New Orleans, La., in April. The National Bureau of Education is co-operating with the committee in an effort to prepare an attractive library exhibit for the meeting. An important program will be presented in the Library Department. The reports and papers on high school libraries will constitute a prominent feature of this program.

THE SHAKESPEARE TERCENTENNIAL

At the Philadelphia Convention of the Drama League of America a special committee was named to plan for suitable celebrations, nation-wide and local, of the Tercentenary of Shakespeare's death next year (1916). Mr. Percival Chubb of St. Louis was made chairman of the committee, and he has recently presented suggestions for the celebration.

THE POSSIBLE FORMS OF CELEBRATION

1. Community Celebration. These may be either especially made occasions, or they may utilize opportunities provided by any annual festival or pageant already instituted in the community, such as home-weeks, fairs, May-Day celebrations, and playground festivals. They may range from the simplest type of folk dancing, particularly the Morris dancing and country dancing of Shakespeare's time, Elizabethan folk-songs and folk-games, mummings, revels, processions and pageants in Shakespearean costumes, with or without a representation of Shakespearean characters. The Children's Shakespearean Pageant of Chicago will be very helpful here.

2. Playground and Neighborhood Celebrations in small parks, squares, and even streets, which have been used in New York City and elsewhere. Where these open spaces are not too far apart, bands of players or mummers might make the rounds, proceeding from one to another in procession through the streets. Folk-dancing and folk-songs should give "go" to these representations, with their primary appeal to the populace.

3. School and College Celebration. These will be greatly aided by the preparation in each state and in each city of a small pamphlet giving the various ways in which the celebration may be organized, from

the very simplest type for the younger children up to the richer type of festival, including a play or selections from a play of Shakespeare, which the high school or college can manage without being unduly taxed. A few suggestions may be classified:

(a) Elementary schools seldom concern themselves, even in their highest grade, with the plays of Shakespeare; therefore the celebration will rather assume the form of pageantry with dance and song, and sometimes singing-games for the smaller children. There is a wealth of Shakespearean music and dances which it is hoped may be listed in a bibliography which will be made available to school authorities before the close of the present school year.

(b) High schools are in a position to work in plays, parts of plays, or masques. The desirable thing is to effect a co-ordination of departmental work, involving the Departments of English, Music, Physical Training (for the dancing), Art (for the costuming) and the crafts (for the properties). In schools where class-plays are given at graduation time, and where there are dramatic clubs and musical clubs (mandolin clubs not excepted) there should be no difficulty in making use next year of Shakespearean material, and in giving a festal atmosphere to occasions by planning adjuncts to the play—prolog and epilog and interludes—which will mark them off as commemorations.

(c) For colleges and universities the most obvious suggestion is that the commencement should assume the form of a Shakespeare celebration. The plays and those functions which lend themselves to picturesque treatment might all of them be reminders of Shakespeare and his age. The departments might collaborate and, for once in their history, suggest what an organic culture of the inter-related arts might mean. The campuses might throng with the folk of Elizabethan days, and the pointless and often crude amusements of the commencement season take on the quality of really interesting rejoicings.

The Drama League will take such further action in this matter as may be necessary at its annual convention, to be held in Detroit, April 21-24. It is earnestly requested that before that date all the centers will report to the chairman of the Shakespearean Celebration Committee, Mr. Percival Chubb, 4533 Westminster Place, St. Louis, Mo., what has been developed, in order that he may present the situation and its prospects to the delegates at the convention.*

*Bulletin Number 2 recently issued by the Drama League gives detailed information and helpful suggestions. Address The Drama League, 736 Marquette Building, Chicago, Ill.

THE STATE COMMITTEE ON HIGH-SCHOOL LIBRARIES.

The Alabama Association of Teachers of English is organizing a committee to co-operate in the work of the Southern Committee. Definite announcements will be made within the next month concerning the plans of this new committee.

BOOKS OF INTEREST TO THE TEACHER OF ENGLISH.

Goldwasser: Method and Methods of Teaching English—D. C. Heath.

A Thousand Good Books for Children—Home Education Circular No. 1, United States Bureau of Education.

Moulton: Shakespeare as a Dramatic Artist—Oxford Press.

The Theory of the Theatre and Other Principles of Dramatic Criticism—Holt.

Playmaking—Archer.

The Drama; Its Law and Its Technique—Woodbridge-Allyn.

Dramatic Reader for the Grades—Knight.

Dramatization in the Grammar Grades—Woodberry.

Learning to Read, Sarah L. Arnold—Silver, Burdette & Co.

Reading; How to Teach It, Sarah L. Arnold—Silver, Burdette & Co.

Methods in Primary Reading—McMurry.

Elementary School Standards—McMurry.

Story-Telling in School and Home—Partridge.

Stories and Story Telling—St. John.

Reading in Public Schools—Briggs and Coffman—Row, Peterson & Co.

Literature and Life in School—Houghton.

Modern American Library Economy Series—H. W. Wilson Co.
(Send for announcements.)

Types of Prose Narrative—Harriet Fansler—Rowe, Peterson & Co.

Child Training—Hillyer—Century.

H. W. Wilson Company—

What Makes a Novel Immoral—Corrin Bacon.

List of Stories and Programs for Story Hour.

Popular Lists for Boys and Girls—E. Scott.

Reading Lists for Special Days.

Fairy Stories to Tell, etc.—Brotherton.

Elementary Course in English—Hosic—University of Chicago Press.

How We Think—Dewey—D. C. Heath.

Cooley: Language Teaching in the Grades.

Dye: Letters and Letter Writing as a Means to Study and Practice of English Composition.

The Teaching of Poetry in the Grades—Hilburton and Smith—Houghton.

Campagnac's "The Teaching of Composition"—Houghton.

Albright's "Descriptive Writing"—Macmillan.

Hamilton, Clayton: Material and Methods of Fiction—Baker.

McMurry, Chas. A.: Special Method in Language—Macmillan, 1905.

A Manual Containing the Course of Study for Schools of West Virginia. State Board of Education, Department of Free Schools.

Yocum, A. Duncan: Culture, Discipline and Democracy—Christopher Sower Company, 1913.

Lanier, Sidney: The Lanier Book, edited by Mary E. Burt—Scribners.

Lanier, Sidney: Select Poems, edited by Morgan Calaway—Scribners.

Hayne, Paul Hamilton: Poems—Lathrop.

Timrod, Henry: Poems—Johnson.

Training School Work for Special Days—Published by State Female Normal School, Farmville, Va.

Child Life Composition Pictures—The A. S. Barnes Company.

Leonard's "Grammar and Its Reasons"—A. S. Barnes Company.

Bulletin No. 38—National Bureau of Education.

Alma Blount: English Grammar—D. C. Heath.

Lyman's "Principles of Effective Debating" etc.—H. W. Wilson Co.

Franklin S. Hoyt "Studies in Teaching English Grammar"—Teachers College Record, VII., No. 5, Nov., 1906.

Baker: Economy of Time in Education—United States Bureau of Education Bulletin No. 38, 1913.

Charters: Method of Teaching—Rowe, Peterson & Co.

Suzzalo: The Teaching of Spelling—Teachers College.

Cooley, Alice: Language Teaching in the Grades—Houghton, Mifflin Co.

Kendall: The Teaching of Elementary Composition and Grammar—State Department of Education, Trenton, N. J.

Suzzalo, Henry: The Improvement of Spelling—Part I, Teachers College Record, Jan., 1912.

Hick's "Champion Spelling Book"—Cleveland.

Bailey-Manley "Spelling Book".

Teaching Spelling—New Jersey Department of Public Instruction.

Practical Speller—Rowe, Peterson & Co. (Milwaukee list).

Cook, W. A., and O'Shea, M. V.: *The Child and His Spelling*—Indianapolis—Bobbs-Merrill & Company.

Jones, W. Franklin: *Concrete Examination of the Material of English Spelling*.

Jones, W. Franklin: *The Child's Own Spelling Book*.

Studley, C. K., and Ware, Allison: "Common Essentials in Spelling"—Bulletin No. 7, Chicago Col., State Normal.

Wallin, J. E. W.: *Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer*—Baltimore, Warwick and York.

Sheffield: *Grammar and Thinking*—Putnam's Sons.

Finger Posts to Children's Reading—Field and McClurg.

NOTE:—Prices on these books may be secured from local dealers or from Baker Taylor Co., New York, or J. P. Putman's Sons, New York.

